DOCUMENT RESUME

ED 436 248 PS 028 047

AUTHOR Honig, Alice Sterling
TITLE Parent Involvement in the Early Years.
PUB DATE 1999-10-19
NOTE 44p.; Paper presented at the Parent Involvement Preconference luncheon for the Children's Forum (St. Petersburg, FL, October 19, 1999).
PUB TYPE Guides - Non-Classroom (055) -- Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Child Behavior; *Child Rearing; Discipline; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; *Parenting Skills; Parents; Parents as Teachers; Young Children

ABSTRACT

Asserting that parents are young children's most precious resource, this paper offers research-based advice for raising children with self-esteem and the ability to become independent, productive members of society. The paper's sections are: (1) "Parents Build Self Esteem"; (2) "Flexibility and Adaptability Help Parents Survive"; (3) "Parents Are Teachers"; (4) "Parents Prime the Pump of Learning"; (5) "Parent Creativity Turns Living Experiences into Learning Opportunities"; (6) "Positive Discipline Ideas: A Gift for Every Parent" (discussing reframing problems in terms of a developmental perspective, offering choices, thinking through household rules, not ignoring when children harm others, finding out how a child reasons when he or she misbehaves, offering appropriate incentives, figuring out what is worrying or angering the child, helping children consider the consequences of their actions, and challenging children to think up their own alternatives to fighting); (7) "Ideas To Help Families Function More Peaceably" (including encouraging excellence rather than perfection, not denigrating the child's other parent, using bibliotherapy, making up stories to reassure worried children, expressing personal pleasure with each child, talking about peer pressure, not using shame, encouraging competence, giving positive attributions, and working alongside a young child); and (8) "Professionals as Partners with Parents." Contains 36 references. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 436 248

PARENT INVOLVEMENT IN THE EARLY YEARS[1]

Alice Sterling Honig, Ph.D.
Professor Emerita of Child Development
Syracuse University

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Alice Sterling Honig
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Parents are young children's most precious resource. No other caregiver and no material resources can take the place of parents who genuinely treasure their children and are deeply committed to nourish their children's growth and optimal development.

After their needs for food and comforting, for protection from distress and from danger are taken care of, young children most need a special person whom they know in their deepest self is their loving protector, teacher, and friend. This fundamental security base, this unpaid worker who puts in countless overtime hours without pay and often without much recognition from society, is a PARENT.

Many excellent programs such as Head Start, Even Start, HIPPY, and Parent Child Development Centers actively work to enlist parental help in young children's learning. Yet sometimes programs that attempt to work with low-income, low-education parents, or very young parents or upper class dual career busy parents, report frustrations they were not prepared to cope with. Often the program staff goal is to assist new parents in positive

---

[1]Keynote address presented at the Parent Involvement Preconference luncheon for the Children's Forum, St. Petersburg, Florida, October 19, 1999.

PS 028047

BEST COPY AVAILABLE

ways to deepen the love relationship with a child, become primary educators of their preschoolers and to encourage parents to work actively in partnership with child care providers. Yet staff report low turnout for meetings, missed appointments for home visits, and lack of parent attunement to program messages.

What are the sources of difficulties? Part of the problem lies in the stressful lives of parents with limited time and often with aggravating lack of means of transportation to program sites. Some families may not have learned in their own families of origin the ability to empathize with child neediness. Struggling to cope with their own adult problems some parents are not even aware of how important early consistent tender nurturing is in order to promote early child emotional attachment to parents. Chaos, drug abuse, spousal or partner abuse, depression and current lack of family supports account for some of the frustrations for families and for program staff. The deep reverberations of what Fraiberg (1980) calls "ghosts in the nursery" - angers, jealousies, resentments over being rejected or unloved or terrorized in own's own childhood - intrude in dangerous ways into the parent's current relationship with a young child. Some staff frustrations stem from lack of access to technical skills, such a specific therapeutic techniques, book reading techniques, anger management skills, etc. on the part of staff. Sometimes staff is strong on wishing to do good but not trained thoroughly enough in sensitivity to client needs nor community mores. This can lead, for example, to family outreach

workers becoming discouraged with parents and gradually working more and more directly with the child even though the program goals were to empower parents to become their children's most special enrichment person.

Part of the problem also results from the service providers' lack of materials for parents with low literacy skills or for immigrant parents from different culture groups. Programs need to be proactive and create lending libraries that contain both videos (on infant massage and well-baby care, for example) and materials written in easy to read words or in a family's native language. So many publications available for encouraging optimal parenting are geared toward families with more resources, higher literacy, and fewer stresses.

Family support and information programs for parents need to brainstorm creatively to find ways to engage parents with their children. For example, a home visiting program can provide a weekly xeroxed "How to play the game" sheet with suggestions for **varying** an interactive learning game if a child needs more help OR, if a child needs more challenge (Honig, 1982b). And of course, staff needs to affirm steadily for parents how priceless is their role in supporting their children's emotional and intellectual learning.

PARENTS BUILD SELF ESTEEM

A caring parent committed to children's secure well-being is a person every society should honor or cherish.There could not be enough "awards" or medals for such special persons! Responsive

parents permit hope that the fabric of society will not be rent with violence, alienation, school dropouts, suicides, drug abuse, and other tragic attempts by youngsters to deaden their personal pain or to carve out a feeling of power. Quality parenting is the secret indispensable ingredient to provide the inner core of self-love and self-esteem that sustains each growing child and permits that child in turn to care for others in ways that sustain family and community. Such caring gives inner courage to cope with problems so that the child can both lead a productive personal life as well as contribute to society (Honig,1982a). Parents are the **mirror** wherein young children find their inner true selves reflected as either essentially lovable or sadly unworthy (Briggs, 1975).

> In a women's dress store, a toddler wandered among the clothes. As she walked around, babbling "Da da da" and touching clothing, the mother called out over and over either "No! No! Don't touch!" . Mostly she kept saying "I don't want you. I don't want you! The toddler looked bewildered and started to cry. "It must feel frustrating to be among all these clothes racks while the grown ups are busy shopping" I remarked sympathetically to the mother. "Yeah, I've been frustrated with her every minute since she's born!" replied the mother as she reluctantly picked up the tiny tot and continued down the store aisle.

Just giving birth to a child is not the same as parenting! Bettelheim (1987)and Winnicott (1987), wise psychiatrists, remind

us, however, that young children do not need perfect parents to thrive. They will do very well with a "good enough parent". There is no "How-to" book that works for every child in every life situation.

Parents with profound good will for their children remember that cherishing does not mean smothering. They understand that wanting a child to do well cannot be forced but must be supported. They will be aware emotionally that a young child first needs to be **allowed to be dependent** and kept safe in order to grow up brave enough to become **independent** and separate from the parents. Youth who feel they must belong to a gang, must cut classes and smoke and drink to be "cool" and grown-up, who must act violent with a sex partner are NOT independent persons. They are acting out ancient wounds and scenarios. Their immature and scary actions show how much they lack skills for being independent, contributing helpful adults in society.

Parents need to notice how special and individual each child is in a family. Children do not have the same temperament or wishes or abilities as a parent or as another youngster. A child who is very shy may be quite unlike a gregarious younger sibling. Children need parents who provide for them as the parents in the fairy tale of the Three Bears, where the porridge was not too hot and not too cold, but just right! Too much enmeshment or too much isolation emotionally withers the souls of young children.

What a strange job parenting is! We cherish and protect, worry over sniffles, blow noses, tie shoelaces, read stories,

help with homework, patiently teach moral values and courtesies toward others (Lickona, 1983). Yet we do the job of parenting so that children can grow up to make their own choices and be able to live calmly and effectively on their own without parental help. If the job of parenting is done well, it is done so that parents work themselves OUT of a job!

Flexibility and Adaptability Help Parents Survive

Parenting requirements change with children's ages and stages. Parents who are perceptive will note when to drop the baby talk that so delighted the 10-month-old and truly encouraged her to try words. Now they will use clearly pronounced adult words like "water" rather than "wa- wa" with their toddler whose vocabulary is growing by leaps and bounds. Parents will note that a toddler expresses fierce independence about what he wants, how much he wants and how he wants it right away. They cannot let that child run in the street or go out without clothes on a winter morning! But, they will also note that a No-saying defiant toddler who tries adult patience in the household still needs his thumb or pacifier and definitely needs the reassurance of his parent's lap when tired, crabby, or coming down with a cold. Parents who are perceptive will note that the five-year-old can feed and dress herself rather well now and can even be allowed to choose clothes to lay out the night before going to kindergarten.

The mystery of growth and development is not steady or predictable. Perceptive parents balance firmness with sensible tuning in to a child's needs. They work hard to figure out where

each child is at in each domain in his or her learning career. Some children love tinkering with tools and are good at helping Mom or granddad with a repair job. But they may have many frustrations with reading and math in school work. Ridicule and nagging only increase a child's smoldering resentment or stubborn refusal to cooperate at home or school. Finding a warm caring tutor and also exploring the community for an excellent vocational high school may open the path to real job satisfaction later in life for this youngster. Adults need to be good noticers and good balancers in order to promote each child's well being. Keeping the see-saw of daily life from bumping down too hard for some children is a major challenge!

PARENTS ARE TEACHERS

Parents are the emotional teachers of children. Parents can teach empathy (sensitivity to feelings - of one's own and of other persons) and trustfulness; or they can teach mistrust and anger, insensitivity and uncaring.

> On the toddler playground, Donny pushed at another boy and snatched his shiny toy auto. Mama came over, kneeled down, held his hands and firmly reminded him of the social rules: "Donny, no pushing and hitting." The toddler nodded and added tearfully "And no biting and kicking!" Self-control is so hard to learn. But with the help of his mother's clear and patient teachings, Donny was learning.

Authoritative parents (as opposed to permissive parents or to authoritarian "Do as I say because I say so!" parents) bring

up children who are easiest to live with at home and teachers report that they are a pleasure to have in the classroom (Baumrind, 1977). Such parents show genuine interest in their children. They provide firm clear rules and reasons for rules. And they need, of course, to be flexible about rules. A feverish school child may be excused from family chores. A child just starting a new daycare placement needs more lap time and more tolerance for his crankiness until he feels more secure in the new environment. A teenager who comes home with a really difficult and long set of homework problems feels grateful when a concerned parent offers to take on the teenager's chore of loading the dishwasher to free up some extra study time that evening. Teach generosity by being generous. Teach kindness by showing kindness.

Thus, every child needs a caring parent who will promote emotional intelligence (Goleman, 1995). How to be assertive as differentiated from angry and hostile are difficult emotional tasks. Children and parents need to focus on how to reframe daily hassles as opportunities to strengthen positive emotional skills, such as: giving a peer a chance to explain, being able to articulate well your point of view and trying to see another's point of view as well; searching for win-win reasonable solutions to social hassles; asking for help in ways that affirm the role of the helper, whether teacher or parents.

Parents are also on the frontiers of a child's learning values in the family. If parents deal their own problems by

screaming and lashing out, or being sharply jeering and critical of weaknesses or mistakes made by a family member, then children will **model** their folks and learn those ways to cope with frustrations. If parents struggle to keep a family organized and functioning, then even though financial resources are limited, if they cherish children through hard times and good, their children will learn courage and caring (Honig, 1982a).

Children's empathy flows from experiencing their own parent's empathic response to their early fears and emotional upsets. Research by Yarrow and Zahn-Waxler reveals that during the first two years of life, the parent who shows empathy by soothing a child's hurt after a scare or a knee-bruising fall, and who, in addition, clearly does not allow a child to hurt others as a way of solving social disagreements, will have a socially empathic child who is more likely to tune into and try to help other children who are hurt or scared (Pines, 1979).

If families provide models for punitive and vengeful actions, they need to realize that their children may gloat over the misfortune of others or else be indifferent to others' pain. Parents need to become aware of the emotional response that the old master, Sigmund Freud, called "Identification with the aggressor".

> In a rigidly organized household with innumerable rules posted on the refrigerator, the ten-year-old was being punished. She had tried to add her cuddly teddy bear, her comfort object for years, to her school backpack. The

parents were angry. The toy animal could have been lost at school or taken by another child. They "punished" the child by having her sit for seven hours at an empty dining room table without moving. The five-year-old in the family declared that her older sister "deserved" her punishment and announced that she "did not care" if her sister felt sad.

Parents Prime the Pump of Learning

How does a parent become the first, best teacher who ensures the child's early learning success? Varied are the programs that have been developed to teach parents how best to help their children learn. Some involve parents in groups together. Some programs invite parents as aides into classrooms. Some programs provide Home Visitation in order to promote parenting skills (see Honig, 1979 for an in-depth description of types of parent involvement programs).

Respect for the child is the foundation of good teaching. As parents notice early skills just emerging, they **scaffold, support, and lure** the child to a slightly more difficult accomplishment, to a slightly more subtle level of understanding, to a somewhat higher and more mature level of skill. I have called this technique "Dancing developmental ladders of learning" (Honig, 1982b). In each area of learning, the parent takes CUES from the child: Is the baby making new babbling sounds? Talk delightedly with a cooing baby. Express genuine interest in what baby seems to be trying to communicate.Turn-taking-talk primes language learning (Honig, 1985a). Does the

baby smile when he sees animals? Snuggle together and point to pictures of animals during picture book story time with your little one and be sure to label objects baby points to.

Is your year-old child trying to feed herself? Provide cheerios on the high chair tray to facilitate thumb and forefinger precise pincer prehension. Is your five-year old asking questions about where babies come from? Be an askable parent and provide simple, short calm explanations easy for that young child to understand (Gordon, 1983). Is your six-year-old determined to learn to ride a two-wheeler? Be sure that she is skillful with her tricycle; then advance to training wheels.

Facilitate learning by creating easy "steps" upward toward skill mastery. Figure out the **prerequisites** for success in any area of learning. If a parent provides more toe-holds on the ladders of learning, children are more likely to succeed as they push upward in their growth toward achievements.

Preparations ahead of time boost the effectiveness of parent efforts to prime new learning, to scaffold opportunities for learning. Provide lots of discarded paper and crayons for children to draw. Keep assorted "beautiful junk" in a special place, Empty egg cartons, pine cones collected on a walk, bubble paper from packaging, old greeting cards, and paper towel rolls plus some paste, blunt scissors, and Magic Markers are good ingredients for rainy day art activities.

Take children on small outdoor walks and to parks often. Give them opportunities to learn to swing, climb, balance, and

coordinate their bodies with ease and grace. Also, teach them the names of weeds and flowers (dandelions and daisies are great!) growing by the roadside. Encourage children to notice and feel with their fingers the contrasting roughness and smoothness of the bark of different trees, such as a maple and a beech. Delight in the way clouds and sunshine light the land, the way cool air rustles and sways a flower stem, the way the earth smells fresh after a rain.

Express joy! Your own joy in the glories of the natural world sparks in your young child a deep pleasure, awareness, and appreciation for the world's beauty.

Parent Creativity Turns Living Experiences into Learning Opportunities

Parents with limited financial resources need to scout their living space to use every opportunity to turn a household chore or routine into a learning experience. Store-bought toys may be too expensive; but parent creativity transforms every homey experience into a learning adventure (Honig, 1982b; Honig & Brophy, 1996). Laundry time can be used to teach colors, shapes, comparative sizes (of socks and of washcloths and towels), and the names for different materials and garments. Kids will love to feel important as they measure out laundry detergent up to the one-cup line and pour it into a wash tub or machine.

Baking time is a wonderful opportunity to increase hand dexterity skills in rolling, kneading, shaping, and measuring. And the tastes afterward are an extra reward for the helping

youngster.

Grocery shopping is a superb perceptual and language learning experience for young children. Meat, dairy and fruit/vegetable departments give children opportunities to form conceptual categories. Why are peppers and celery and broccoli all in bins near one another? Where would hamburger be found? What items will need refrigeration? Which cartons or cans are heavier than others?

As children grow and learn about numbers and letters, many take pride in being able to find a nutritious cereal box by the special letter on the box. They like to help stuff a plastic bag with string beans for supper. Many children by early school age can do estimates; they add up a dollar for this item (rounded off) and three dollars for that item, and so forth, and then come up with a fairly close estimate of how much the groceries will add up to. How proud your child feels. And how much practice in addition such estimates give her!

Teach children about money. People work to earn money. When money is in short supply, a child learns early that food and rent come first. Money for extras such as toys or snacks must be carefully budgeted.

Learning categories and learning gradations (such as little, big, bigger, biggest) are important cognitive tasks of the early years. The real world of shopping, cooking, clean-up times, and yard work provides rich opportunities for learning about number, shape, color, weight, bulk, categories of object, and other

cognitive concepts. **Reframe** ordinary household experiences. Transform them into potential lesson times.

POSITIVE DISCIPLINE IDEAS: A GIFT FOR EVERY PARENT

All parents, not just parents with limited resources, need help in acquiring discipline techniques beyond the dreary " hit" and "scold" and "go to your room" many folks learn in their families of origin. Every parent needs a large repertoire of techniques to use at different ages and stages of a child's growing up. Not all techniques work all the time with all youngsters!

Parents who were raised by being belted or whipped in turn sometimes show powerful urges to use physical punishment. They hated the type of discipline they received but often believe it was justified. They need support to learn more appropriate child management skills. Sometimes young children's boisterous or overly intrusive games spark a feeling of rage in an adult. Grim and hostile parents are reflecting the anger they felt from adults far back in their own childhoods, when family members, furious with some of their behaviors, punished them harshly and branded them as "bad!"

Research has shown that **severe physical punishment (SSP)** was the major discipline method of parents whose youngsters ended up convicted of juvenile crimes. And, the worst crimes (as judged by independent professionals) were committed by the youths who had received the most SSP! (Welsh, 1976).

Let us cull from clinicians and researchers useful ideas

about positive discipline that parents CAN use in order to raise responsible and cooperative children without instilling fear and deep anger against parental power (Briggs, 1975 ; Crary, 1990; Gordon, 1975; Honig, 1985b; 1996; Lickona,1983). For example, the **redirection technique** helps a parent avoid willful battles with a toddler intent on messing up his big brother's model airplane. The parent invests a different, appropriate activity, such as wooden train tracks or a puzzle, or a jack-in-the-box, with interest so that the toddler turns toward the new and safer game.

Build up self esteem by generous use of **positive attributions** (Honig, 1996). Tell children what you admire about their behaviors and interactions.

Help children with **anger management techniques** (such as counting to ten, or using words instead of fists) so that they can achieve self-control (Eastman & Rozen, 1984).

During a parent play group time, if two toddlers are struggling for a toy, use a back rub and caresses to soothe that child who has snatched a toy from another and as well the aggrieved child who is crying. Thus, you teach both the children that gentleness and kindness are all important for each child.

Use time-out sparingly, and as a "**teach-in**" technique so that children can re-evaluate their inappropriate interactions and choose other ways to get their needs met (Honig, 1996).

Below are some further ideas to help parents re-think what discipline is about and how to use effective teaching techniques and avoid a punishment perspective.

1. Reframe a Problem In Terms Of A Developmental Perspective.

Parents can take a giant step toward devising new coping skills when they look at certain behaviors in terms of the stage a child is at or the curiosity a child has, or the need the child has to keep moving and exploring. Then certain behaviors, sometimes regarded as "bad" begin to seem just developmentally ordinary, such as a joy in jumping off a couch or squeezing a banana through fingers. How can a parent steer a child into more appropriate ways to experience vigorous body motions or to experience textures and squishings?

Remembering that children have to learn the initial steps for every new learning (and then practice that new skill) helps a parent **reframe** even toileting accidents. Perhaps a two-year-old cannot sit still but needs to run about a lot. He may not have the words for "poop" and "pee" yet. He may get intensely absorbed in his play and forget totally any signals coming from bladder or bowel. Punishing a two-year-old for a toileting accident when that particular child may not be ready to give up diapers for another year shows a lack of awareness of developmental norms for sphincter control. Toilet learning takes several years for some children to master. Male children have higher rates of enuresis. Little boys need particular understanding from parents who want compliance with their toilet training efforts (Honig, 1993).

Expecting a newly cruising-about baby not to touch breakables or garbage in a bag left on a floor is more than the young one is capable of managing (Honig & Wittmer, 1990). Baby

proofing a room full of interesting breakable art objects is a wise idea when curiosity is in full bloom. A toddler has little understanding of the difference between a shiny toy OK to play with and a shiny porcelain vase. Quite possibly, parental yelling if a toddler touches a treasured and fragile knick-knack on a coffee table will surely endow that particular item with increasing fascination and interest as a potential play toy.

Parents who learn **more realistic expectations** of young children's development can better understand how and when to discipline, and best of all, how to **prevent** discipline problems from arising.

And always remember, no baby, no parent, no spouse can ever be "perfect".

> After hearing me at a morning public lecture talk about what children need from their folks, a beautiful young teem mom with a nine-month-old child came to me with tears in her eyes. "Dr. Honig, you seem to know so much about little children. Teach me how to make my baby perfect so I won't have to hit her so much!"

Another danger sign among adults is when they assume that a child is doing unwanted or disapproved actions "on purpose" to displease or act mean to the adult. Babies soak their diapers. Preschoolers love to get all muddy and splash in puddles. They do not "mean" to cause more laundry work for a parent. Beware the dangers of **Projecting Evil** (a Freudian defense mechanism) onto young children. Parental rage is too often fueled in abuse cases

by the adult's feeling that a small child deliberately set out to "hurt" or "defy" the adult. If we expect that young children have the same thinking skills as adults we will be very mad at some of their actions and "blame" them -- for being children! Most of the time, a young child is just acting like a child, not thinking in logical sequences, acting in-the-present time rather than planning ahead. This focused-on-own-needs small person is sometimes messy, sometimes in short supply of inner controls, sometimes needing to dawdle or say "No". A year-old baby cannot comply perfectly with "No-no". A young preschooler finds it very hard to sit still comfortably for hours without a toy or books or playmates in a dentist's waiting room or at a religious ceremony.

Professionals must help parents gain more **realistic expectations** and understandings of young children's growth needs. Projecting evil onto children is a danger that regrettably leads to violence and inappropriate punishments rather than behavior guidance to help a youngster gain more mature behaviors.

Conversely, many families do not realize how early they CAN teach their little ones many kinds of lessons. The latest brain research reveals that **Parentese** (talk with babies using long drawn out vowels, short phrases, and a high pitched voice) is great for wiring in many rich neuron connections in the brain. This news means that to become good "teachers of the brain", parents need to have rich conversations with their kids, read picture books frequently, sing songs, and offer their children experiences and adventures such as trips to the zoo, the public

library, the supermarket, and local museums.

2. Decide who owns the problem. A teenager who dawdles in the mornings so long that she misses the school bus owns her problem. If a baby tears plant leaves from a favorite plant left on a low ledge, the parent owns the problem. If a parent expects a child with learning disabilities to do as well in school as an older brother who got high grades, the parent owns the problem. A parent's strong disapproval rather than support may contribute to possible school failure, and low child self esteem.

Some problems, of course, are owned by both parent and child. Have family meetings where each person can say what is bothering him about a rule, or an interaction, or a discipline in the family. When such meetings let each person have a say honestly about the week's positives and negatives, then such problems can be identified and hashed out with good will and a desire for reasonable compromise (Gordon, 1975).

3. Offer Choices. Toddlers who are contrary will often settle more easily into cooperation if offered a choice: "Do you want apple juice or orange juice? " Do you want to sleep with your head at this end of the crib or the other end?" (when a tot has trouble setting into nap time). "You go choose two story books that you want me to read to you tonight". Offering choices often heads off a potential problem of crankiness or non-cooperation.

4. Think Through Household Rules. How oppressive are your household rules? Some children are scared that they will do something "wrong" inevitably because of the long lists of strict

rules their folks insist on. Have few and clear house rules and be sure there are good reasons for the rules. Drinking milk is not a "must". A child can get calcium and Vitamin A from yellow cheese and from yoghurt. But not hurting a sibling IS a must in a family. Make sure young children really understand your rules. Ask a child who is not following a rule of the family to repeat to you what the household rule was. If the child is confused, he may not be aware of his "misbehavior". Parents may get weary but need dogged persistence in explaining rules and the reasons for them over and over, especially for toddlers just learning to share, or children just learning how to balance homework responsibilities with their desire to rush out to play after school. "I don't need to wash my hands for supper 'cause they are clean" may mean that the preschooler needs to learn more about germs and the importance of keeping safe from sickness.

5. You Cannot Ignore When Children Harm Others. Ignoring misbehavior only works for minor infractions. For example, if two children are verbally fussing or arguing, they may well be able to settle by themselves who gets to pull the wagon with blocks first. But if a child hits or kicks another for example, and the parent ignores this, the undesirable actions will not decrease but continue. Be firm about not allowing children to hurt others, but express that firmness without modeling physical hurt yourself. Talk so your child will listen; and be sure to listen so your child will open up to you (Faber & Mazlish, 1980).

6. Respect Your Child As A Person. Every person, big or little

has a viewpoint and feelings of his or her own. A child is not personal property like furniture! Don't make comparisons between kids that make one child feel unloved, unpretty, or untalented compared with another. Screaming at or cursing a child, telling him he is rotten - these behaviors reflect parental anger and anguish, but in no way show that the adult remembers that this little child is a person and deserves to be treated with courtesy even when being disciplined.

Respect also means that a parent needs to tune into a child's personality style and cluster of temperament traits. Children differ in their threshold of tolerance for distress. They differ in whether they approach or avoid the NEW - whether babysitters or foods or an unknown visiting relative.

Children may be impulsive or quietly reflective. Some are very active, always on the go. Others are quieter. Perceptive parents do not lump all children together. They notice the small differences in mood, in shyness or worrying, in adaptability or rigidity among their children and they are generous in tailoring their demands for more mature behaviors to the temperaments and abilities of each UNIQUE child.

Is your child shy and slow to warm up to new events, people and experiences? Is your child triggery and intense in responding to frustrations? Is your child's mood mostly upbeat and does the child bounce back fairly quickly from upsets? <u>Tuning into temperament helps you head off potential tantrums</u> and gives you better clues to guide your child into more peaceable ways of

interacting with others (Honig, 1997).

Nobody likes being dictated to. When we give a vague order such as "Go clean up your messy room" a child may have no clear idea how and where to begin. But he sure feels that he cannot succeed and he may grumble and show morose resentment of his folks. Suggest smaller parts of this big task so that the child realizes what has to be done specifically. If you break the task down into manageable bits (put clothes in the hamper; stack books on the shelves; put away toy trucks and cars into the toybox) then a child feels more hopeful about being able to carry out small portions of a task that seemed initially so huge and vague.

7. Find Out How Your Child Reasons When He Or She Misbehaves. When kids seem unreasonable in requests, try to require reasons. Sometimes young children give amusing reasons, such as "I should get four cookies because I am four." "I should go first because I am bigger." As children grow, let them know that you expect them to **think** about their actions and to think through reasons for how they are choosing to act.

Adults have to help young children actively learn how to reason and to think causally and sequentially. By asking children for reasons without putting them down, we encourage them to think more clearly: "Can you think of a **different** idea to get Bobby to let you hold his pet puppy?" " Can you think why Grandpa asked you hold his hand before crossing this wide avenue?" "Can I get dinner ready and read to you at the same time or can I get a

chance to read to you after I have all the food cooking on the stove?"

8. Offer Appropriate Incentives. If your school-age child wants you to take him to the park to play with some friends later in the day, think out loud together (Camp & Bash, 1985). He can finish his homework first and read his little brother a picture book story while you get dinner ready early so that you can then take the time off to go to the park with the children."After you clean up your room we can play a game of checkers." "If you can take turns with Tanisha playing with the new dump truck or if you can figure out a way to play together, then you can have more play dates with her." This technique is sometimes called "Grandma's Rule". That is, a low preferred activity, such as cleaning up, is followed by a highly preferred activity, such as a privilege or a treat. This timing pattern is more likely to result in an increase in the low-preferred activity. Unfortunately, many parents switch the timing. "Honey, be sure to do your homework after you come back from playing soccer!" is far less likely to result in completed homework!

9. Teach Ideas of Fairness. Introduce the language of fairness into your talks with children in their play with peers or siblings: "Each child needs to get a turn. Every child in the game needs to play by the same rules. Games will end up in fighting and they will not be fun if children do not follow the rules." Still, fairness may not always work. If one child has disabilities or is ill, then that child may need special

attention and care. Children have to learn about **equity as well as fairness. Equity means taking into account special needs at special times for each person.**

10. Fantasy and Truth are Fuzzy Ideas For Preschoolers. Children have such strong longings and they often believe sincerely and strongly in the reality of fantasy characters, such as Ninja Turtles or He-Man. They sometimes have trouble distinguishing reality from their own wishes. A six-year old reported enthusiastically that she was a terrific swimmer, when she could barely take a few strokes in the water. In Menotti's Christmas opera about the three Wise Men, "Amahl and the night visitors", the boy Amahl tells his mother excitedly that he has seen a star with a tail as long as the sky. Parents may need to ask their children: "Is that a true-true story or a true-false one?" Do not be quick to brand a child as a "liar" when she makes up a fanciful tale or declares her imaginary playmate is sitting on the couch just where visiting Uncle Jim is about to seat himself. Remember how vivid children's imaginations are. Many young children are scared of "monsters" under the bed or in the closet. Many still blend fantasy and reality in ways adults find difficult to imagine!

Some make-believe tall tales of children represent deep longings. If your child pretends to others that she has a fabulously rich uncle who has promised her a pony, you may want to spend more real time doing loving activities together to help your youngster feel more at peace with the real world. Sending

kids to the TV as a babysitter constantly is like using a narcotic to keep a child still. Enjoy actvities, even peeling green peas or baking bread, or stripping the bed - together!

11. Try To Figure Out What Is Worrying or Angering Your Child. Anger and fear lead to acting out and misbehaviors. Understanding your child's negative emotions may help you figure out how to approach and help your child.

Be careful about deciding what "causes" angry actions or misbehaviors. Some families think a child should know right from wrong long before a child's thinking skills are well developed. Some children who were drug addicted in the womb show unmotivated and sudden aggressive actions, such as coming up behind an adult and biting the leg hard. Some children struggle with subtle thinking or perceptual deficits, a legacy from alcohol or drug addiction before they were born.

Some folks blame the other parent saying "The child gets his bad temper from his father. It's in his genes."Blaming the other parent for a child's troubling behaviors is guaranteed not to bring peace and good feelings in a family.

Use victim-centered discipline talk. Help children understand how others feel if they are attacked or hurt. Describe in vivid short sentences how a punch, a nasty word, a bite, a sneering remark hurts another's body and feelings. Galvanize your child to feel how it would be if the hurt had been done to him or her. Be firm in not accepting hurting as a means for your child to solve social conflicts. Lay it on thick! Combine loving

kindness with victim-centered discipline talk so that gradually the child comes to understand how kind ways help ease social difficulties far more than hurting ways. With your help, children learn inner self-control.

12. Use Empathic Listening. "Active listening" to the child's emotional message of aggravation is a powerful tool that communicates an important message to your child: "My parent cares about me. My feelings are important to my folks. My parents want to help me figure out how to resolve my troubles rather than preaching at me or just getting angry." Simple "door-openers" help children open up and pour out their troubles. Try: "Looks like you had a rough day today, honey" (Gordon, 1975).

As you listen to your child's aggravations and woes with a peer or a teacher, try to reflect back to the child as best you can the genuine feelings you catch when he acts troubled or upset. Ridicule, put-downs, impatience - these are the swords that drive deep into children's hearts to make them feel that adults do not truly care about their feelings. Listen to your child's miseries. Listen and try to express your empathy with the child's upset feelings even when you do not agree with the scenario or think she or he is being childish.

Suppose Ricky is sad because his favorite friend now prefers a neighbor child as playmate and Ricky feels he has no one to play with. This problem seems as serious to a preschooler as adult problems seem to a parent. A teenage girl's worries about her weight or her popularity seem overblown to a parent, but

desperately important to that girl. Don't suffer with her. Empathize and try to listen in a caring and supportive way.

Be available and truly interested in talking with your children. Give them your full attention. Children hunger so deeply for parental attention. If parents are too involved in their own lives and needs, children express this emptiness in a variety of ways. They may turn away from the parents and run with gangs of peers. They will sometimes steal coins out of parents' pockets. Sometimes they fight terribly with siblings. Children's acting out gives a strong message that they have "empty" insides and deep needs for parental acceptance and caring. Children have deep **emotional hunger for focused parental attention.**

13. Help children consider the **consequences** of their actions.

Many a youngster has never thought through exactly what will happen IF he hits Johnny or tears up his big brother's homework. It is really important for parents to probe and ask a lot: "What do think will happen next if you do that?" If Johnny fights with Billy over a toy, you may send Billy home and then Johnny will have nobody to play with the rest of the rainy weekend afternoon. Kids need encouragement to THINK, out loud, about what might happen IF they act in a certain way. When children are challenged to think of the consequences they often themselves decide that their action or idea is not helpful for themselves (Shure, 1994).

14. Challenge Children To Think Up Their Own Alternatives to Fighting. Help your children get used to making a plan before a social problem arises. Encourage children to think up other ways

of handling their social conflicts besides "not playing " with another child, or "hitting him". The more that children are encouraged to think up alternative solutions to their problems the more likely they have been found to solve their social problems more appropriately (Shure & Spivack, 1978).

IDEAS TO HELP FAMILIES FUNCTION MORE PEACEABLY

To cope with the complex stresses and forces in society today, families need a lot of skills, a lot of insights, a lot of supports. Job loss, divorce, a child born with disabilities, death and illness, all impact on the family. What ideas can increase peaceable family functioning and enhance children's lives?

Encourage Excellence, Not Perfection

Expect children to try hard. They know they can never be perfect and may deliberately fail or act clumsy if they feel very anxious that adults expect perfection. Praise good trying. Appreciate hard work and good efforts even when a child's grades are not as high as you would wish or even when she is clumsy when she gets to bat in a ball game.

Find Your Children's Gifts

Sometimes a parent wants a child to be a terrific ball player because that was the parent's secret desire as a child. Or parents are so anxious about a child doing well in science and math that they do not realize that this child is talented in art but not as gifted for science. Learn the gifts of each child. The child who draws and doodles a lot in class may not showing

disrespect to the teacher. He may be showing a budding gift for cartooning or drawing. Children whose parents ignore their gifts and push other agendas on them (such as getting into a prestigious college 12 years later!) may start to lie and even to cheat on tests in school.

Be aware of when your child needs tutoring in school. For example, some school age children reverse letters. They have troubles with figure-ground relationships (of black print on a white page) and do not see words clearly against the background of the page. Other children have perceptual-motor difficulties that make using a pencil to write clearly a very arduous task. Search for professional help when you see a clear need.

But also learn to appreciate the gifts your children do have. Some young children carry a tune flawlessly (Honig, 1995). Some kids can run with fleet feet. Some can recognize the model of every car that passes on the road. Some kids can tell you the baseball batting statistics of every player on their favorite team. Some kids can soothe a playmate's upset by kind words. Be a not-so-secret admirer of your child and discover each gift with joy and gladness.

Don't Denigrate The Child's Other Parent

More than half of America's marriages end in divorce, and second marriages tend to end even more frequently in divorce. In separations and divorce, parental bitterness and resentment belong to the adult, but so often heavy negative emotions spill over onto the children. Parental anger should not be sent as an

arrow through the soul of a child where there has been a separation or divorce. Professionals need to help parents work through rage and grief so that these sorrowful poisons do not afflict children unduly. Already, young children in divorce often feel that it was their fault. Parents who feel betrayed or abandoned sometimes try to influence a child to turn against and hate the other parent. When possible, children need to feel that they are still loved by the other parent and they have total permission to love each parent. Enrolling children embroiled in divorce/custody issues in the "Banana Splits" programs social workers run in many schools is a good idea. Try to provide books and other materials to answer children's questions (Rofes, 1982).

When mothers raise children alone, they may not realize that fathers are very precious to children (Biller & Meredith, 1975). Fathers are the preferred playmates of babies, and loss of affection from a divorced and absent father can cause long-lasting distress for children. Try to promote a climate of surety about each parent's caring for the children even when the parents cannot manage to live with each other.

Use Bibliotherapy

When children feel scared of the dark or worried about starting in a new school, stories have a wonderful power to heal. With stories, you find a way to reassure children so they feel more secure. Children identify with the loyal elephant in Dr. Seuss' "Horton hears a who". They do not always have to act out their resentments or disappointments. They can also identify with

kind characters in stories.

In addition, children love mischievous characters, such as Pippo the monkey. They grin at the " Cat in the hat". Everything gets fixed up just fine at the end of that Dr. Seuss story. Yet the Cat in the Hat surely acted naughty for a while!

Children sometimes misbehave when they want more attention; they act out with misbehavior in order to get attention, even when that attention is negative, such as yelling and spanking! A neighborhood library has good books about children's troubles. If you are going through a troubled time in your family, search for books such as "The boy who could make his mother stop yelling", for example.

Some children misb

ehave because they desperately want to feel powerful or exact revenge (for example, because they felt unwanted and unimportant when the new baby was born). Many problems hurt a child's soul, such as loss of a grandparent, or living with an alcoholic parent who humiliates the child so that he is afraid ever to invite a friend over to the home. Some children feel abandoned when a parent remarries and the stepparent obviously does not want the child around and never offers any affection to the child. The local library has many books you can read to help your child identify with a story child who has lived through such a problem and has managed to cope despite sorrow and worries.

<u>Make Up Your Own Stories to Reassure Worried Children</u>

If your child has terrors or fears, for example, about

starting kindergarten, make up stories about a little child (who very much resembles your child) who had a similar problem and how a healing, reassuring, good ending happened in that situation (Brett, 1986).

When parents are separating and getting a divorce, children often feel torn in pieces. They are afraid that something they did caused the breakup. They worry that if one parents has left, they may also be abandoned by the other parent. Make up stories that have endings clearly showing how each parent loves the child and showing the child where she will be living and how she will be kept safe and secure.

Help Siblings Get Along More Peacefully

Jealousy, the green-eyed monster, is often alive and well in families. Tattling and reporting important news are different. Make a distinction to your children between 1) tattling to hurt a sibling to get even or as one way to show jealousy, and 2) the importance of telling information to parents if there is a really important trouble where an adult **must** get involved. Praise each time that the siblings try to talk courteously and not trade sneering put downs. Talk with your children about the far future when they are all grown up and will have each other as the only close family persons. Share a good book about jealous siblings and how they dealt with the green eyed monster. Try to find time alone for meeting the special needs of each child. Take one grocery shopping while a friend or relative watches the other children. Bring one down to the laundry room to work together

while the others are busy doing homework.

Assign Chores

Be sure that chores are not assigned just to get daily jobs done the parents don't want to do! Chores should depend on the age and ability of each child. Children should not feel that they are their parents' "slaves" but family helpers pitching in to make the household work easier. Give children a feeling that when they do their chores they are important, contributing members of the family so they feel proud to be useful and helpful. "I am a big helper. I clear the table after dinner. My papa needs me to hold the nails and hand him a nail as he repairs the ripped porch screens."

Be a good **matchmaker** (Honig, 1982b). Make the tasks you expect from each child be ones that the child **can** do. Encourage efforts and support early attempts to master new tasks.

In a research study in New Orleans, Swan & Stavros (1973) found that low-income parents who required helpfulness (not coerced, but required) had children who were successful as kindergarten learners and in their social relationships with peers. They noted that fathers were mostly present in these low-income families with self-motivated learners. Parents had neat clean living environments, read daily to their young children, ate meals and talked together at dinner time, and found their children genuinely interesting persons.

Express Your Personal Pleasure With Each Of Your Children

Tell a child that you love him, that you love her. Hug your

child frequently. Caress a child with warm (rather than cold or disapproving) voice tones. Shine your eyes at a child so that the sunshine of your smile and the pleasure in your tone of voice warm the deepest corners of your child's self.

Talk About Peer Pressure With Your Children

Peer pressure is very powerful in coercing some youngsters to misbehave. Sometimes peer pressure to have special sneakers or clothes or possessions will lead to children's stealing another's prized clothing item to gain peer admiration. Peer pressure can lead a teenager to drink immoderately, try drugs, or engage in unsafe sex. Families must talk frankly about peer pressure and how their child feels about it. A youngster can accept and more likely live by family values and family circumstances IF the child feels a strong sense of rootedness and reassurance within the family rather than from the peer group.

Shame is an acid that corrodes the soul

Shame is often twinned with rage that fuels serious misbehavior. Do not shame your children or they may well feel that they need to get revenge on you and on the world. Perhaps a child acts defiant just to show that you cannot really make him eat a food he detests, you cannot make him fall asleep at a too-early bedtime for him. To get even, he will lie awake angry for hours. It is dangerous to play power and revenge games. They destroy a child's feelings of security and trust in parents.

Encourage Competence

Even very young children need to feel they "can do it" - put

a peg into a pegboard, roll a ball, pick up a wiggly spaghetti strand to feed themselves, throw a used Kleenex in the wastebasket, or other simple skills. Let them try, even if they are not expert, to accomplish tasks they are capable of doing, such as putting on a coat, or setting a table or pouring out dog food into the bowl on the floor. Children who give up easily or feel that they can never do their homework, never learn to ride a bike, for example, are **discouraged** children. Try patiently to support their small accomplishments. Figure out ways to decrease their discouraged feelings.

Felicia asked for a wastebasket right by the table where she struggled nightly with homework math problems. She did not want all the papers with wrong answers and scribbles to pile up in front of her, almost accusing her of being " stupid". But with the handy wastebasket nearby, she was willing to struggle anew with a fresh sheet to try her math homework.

Give Positive Attributions

Give praise for **specific** actions. Cheefully tossing off "You're terrific!" or "That's wonderful!" makes a child feel uncomfortable. She knows how much she still has to learn, and how many times she goofs up. Notice specific times when praise can really boost self-esteem and brighten a child's day. For example, an adult could say: "You are a really good friend to Robbie. Did you notice how happy he was when you shared your markers with him. You know how to make another kid feel comfortable and welcome in our home!"

Work Alongside A Young Child

By expecting too much, too fast, we sometimes force children to act incompetent to get out from under the disapproval they feel will be inevitable if they aren't superior (Dinkmeyer & McKay, 1982).When a job seems overwhelming to a young child, make sure you work alongside. "Clean up your room" may send a child into a temper tantrum or into trying to avoid the job entirely. But if you tackle the task cheerfully **together**, the child will enjoy your company and feel pride as he works together with you.

Break a task into smaller manageable bits that **scaffold** a task for a youngster: "Which do you want to pick up first - the toys on the floor that go into your toy box or the clothes that go into the wash hamper?"

PROFESSIONALS AS PARTNERS WITH PARENTS

Professionals with parents are not only teachers with a lot of information to share. They sometimes are therapists. Sometimes they become caring friends of the family. Sometimes, as in Fraiberg's kitchen therapy model of home visitation, they become caring surrogate parents. They re-parent new parents whose ghosts of anguish and violence from the past are strongly impacting on the children in the present.

Sometimes, with very young mothers, professionals need to assist them in the process of **reflectivity**. The more that a new mother can reflect on her family of origin and how much during

childhood she resented or was scared of harsh discipline, and decide that she does not want those feelings for her baby, the more affectionate and close will be her relationship with the new baby (Brophy & Honig, 1999).

In addition to support and knowledge, what other functions can personnel carry out to enhance positive family functioning?

Help Parents Find Ways To Give Themselves A Lift

Parents who feel happier with their own lives discipline more effectively and can share their happiness with children. Something as simple and inexpensive as a long bubble bath may relax an adult. Cleanup as a team after dinner with an adult partner helps an parent feel appreciated.

In a family with limited material resources, encourage parents to enlist imagination rather than material objects in order to bring special highlights into the family's day and into life. When rainy days in a row have resulted in short tempers, a family can plan to serve supper as a picnic on the living room floor. The children help make sandwiches. They spread the tuna salad and peanut butter on bread slices and wrap each sandwich. The family places all the picnic fixings in a basket and pretends they are walking to the picnic grounds - an old green sheet spread on the floor. Pretend games can break into the crankiness or hassles of daily living where severe financial constraints do not permit entertainments that "cost money".

Making collages out of bits of plastic egg cartons and other collected throw-aways can brighten an afternoon and provide art

decorations to display on a refrigerator door so that children feel how proud you are of their talents.

Professionals need to introduce parents to others sometimes so they can form a parent group when they feel isolated and alone. They could meet together at one another's home to talk about child issues with professional help or with parenting materials to discuss. Help families feel comfortable in the world of the free public library or in a "Please Touch" museum. Introduce families to a drop-in store front center that welcomes families with respite child care, opportunities to swap children's used clothing and shopping coupons, as well as providing parenting classes and guitar lessons.

Find Respite Care For Overwhelmed Parents

Arrange for respite care when a parent is overwhelmed with caring for a disabled or emotionally disturbed child. Safe and secure respite care that a parent can count on and trust is one of the greatest gifts to give an exhausted parent.

Assist Parents Trying to Join the Work Force

Help in finding job training and in help in acquiring a GED are other precious supports that families need as the bottom line in order to quality for work positions to support their children.

Galvanize Specialist Help

When parents are behaving in seriously dysfunctional ways with children you need to act quickly and pinpoint the agencies and service to mobilize. Stresses can unnerve and make life difficult for parents. The five kinds of abuse that do occur in

some families are: physical abuse; sexual abuse, physical neglect; emotional hostility; and emotional unavailability. Sometimes counseling and insight from child development experts and therapists can help. In urgent cases, when legal systems are threatening to remove a child from a home, then more strenuous professional help, such as Homebuilders provides (Kinney, Haapala, & Booth, 1991), may be required. Homebuilders is an emergency service whereby a caseworker spends a great many hours for about six weeks in the home teaching the family members Gordon's (1975) Active Listening and I-statement techniques so that they can manage their severe difficulties and get along more positively. Specialists in anger management can be enlisted to "tame the dragon of anger" in children and parents (Eastman & Rozen, 1994).

Conclusions

Parent involvement must become a priority goal for the nation if we are to improve children's lives and learning careers. As we support parents, particularly parents whose lives include undue stress from limited resources and chaotic and inappropriate role models from the past, we will be ensuring a brighter future not only for the families and children served but for our entire society.

REFERENCES

Baumrind, D. (1977). Some thoughts about childrearing. In S. Cohen & T. Comiskey (Eds.), Child development: Contemporary perspectives (pp. 248-258). Itasca, IL: F. E. Peacock.

Bettelheim, B.(1987). A good enough parent: A book on child-rearing. New York: Random House.

Biller, H., & Meredith, D. (1975). Father power: The art of effective fathering and how it can bring joy and freedom to the whole family.New York: McKay.

Brett, D. (1986).Annie stories. Australia: Penguin.

Briggs, D. C. (1975). Your child's self esteem. New York: Doubleday.

Brophy-Herb, H. E., & Honig, A. S. (1999). Reflectivity: Key ingredient in positive adolescent parenting. The Journal of Primary Prevention, 19 (3), 241-250.

Camp, B. N., & Bash, M. A. (1985). Think aloud. Increasing social and cognitive skills - a problem solving program for children. Champaign, IL: Research Press.

Crary, E. (1990). Pick up your socks and other skills growing children need: A practical guide to raising responsible children. Seattle, WA: Parenting Press.

Dinkmeyer,D., & McKay, G. D. (1982). The parent's handbook: STEP. Systematic training for effective parenting. Circle Pines, MN: American Guidance Service.

Eastman, M., & Rozen, S. C. (1994). Taming the dragon in your child: Solutions for breaking the cycle of family anger. New

York: John Wiley.

Erikson, E. (1970). Childhood and society. New York: Norton.

Faber, A., & Mazlish, E. (1980). How to talk so kids will listen and listen so kids will talk talk. New York: Rawson Wade.

Fraiberg, S. (Ed.)(1980). Clinical studies in infant mental health: The first year of life. New York: Basic Books.

Gordon, S. (1983). Parenting: A guide for young people. New York: Oxford.

Goleman, D. (1995). Emotional intelligence. New York: Basic Books.

Gordon, T. (1975). Parent effectiveness training. New York:

Hart, B., & Risley, T.R. (1995). Meaningful differences in the everyday experiences of young American Children. Baltimore, MD: Paul H. Brookes.

Honig, A. S. (1979). Parent involvement in early childhood education. Washington, DC.: National Association for the Education of Young Children.

Honig, A. S. (1982a). The gifts of families: Caring, courage, and competence. In N. Stinnett, J. Defrain, K. King, H. Hingren, G. Fowe, S Van Zandt, and R. Williams (Eds.), Family strengths 4: Positive support systems (pp. 331-349). Lincoln, NE: University of Nebraska Press.

Honig, A. S. (1982b). Playtime learning games for young children. Syracuse, NY: Syracuse University Press.

Honig, A. S. (1985a). The art of talking to a baby. Working Mother, 8(3), 72-78.

Honig, A. S. (1985b). Research in review; Compliance, control and discipline. Young Children, Part 1, 40(2), 50-58; Part 2, 40(3), 47-52.

Honig, A. S. (1993, Fall). Toilet learning. Day Care and Early Education.

Honig, A. (1995). Singing with infants and toddlers. Young Children, 50(5), 72-78.

Honig, A. S. (1996). Behavior guidance for infants and toddlers. Little Rock, AR: Southern Early Childhood Association.

Honig, A. S. (1997). Infant temperament and personality: What do we need to know? Montessori Life, 9(3), 18-21.

Honig, A. S., & Brophy, H. E. (1996). Talking with your baby: Family as the first school. Syracuse, NY: Syracuse University Press.

Honig, A. S., & Wittmer, D. S.(1990). Infants, toddlers and socialization, In J. R. Lally (Ed.), A caregiver's guide to social emotional growth and socialization (pp. 62-80). Sacramento, CA: California State Department of Education.

Kinney, J. Haapala, D., & Booth, C. (1991). Keeping families together: The Homebuilders model. Hawthorne, NY: Aldine De Gruyter.

Lickona, T. (1983). Raising good children: From birth through the teenage years. New York: Bantam Books.

Rofes, E. (Ed.) (1982). The kids' book of divorce. New York: Vintage.

Shure, M .B. (1994). Raising a thinking child: Help your

young child to resolve everyday conflicts and get along with others. New York: Henry Holt.

Shure, M., & Spivack, G. (1978). Problem-solving techniques in child-rearing. San Francisco, CA: Jossey Bass.

Swan, R. W., & Stavros, H. (1973A). Child-rearing practices associated with the development of cognitive skills of children in a low socio-economic area. Early Child Development and Care, 2, 23-38.

Welsh, R. (1976). Violence, permissiveness and the overpunished child. Journal of Pediatric Psychology, 1, 68-71.

Winnicott, D. W. (1987). Babies and their mothers. Reading, MA: Addison-Wesley.